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ABSTRACT

A SURVEY CONCERNED WITH THE CURRENT STATUS OF CAMPUS-RELATED LABORATORY SCHOOLS IN THE U.S. WAS MADE TO PROVIDE INFORMATION REGARDING THE FUNCTIONS AND CONTRIBUTIONS OF THESE SCHOOLS AND THE EXTENT TO WHICH THEY ARE BEING CLOSED, REORGANIZED, OR NEW ONES OPENED. THE STUDY UPDATES A 1964 SURVEY (ED 025 449) WITH AN ATTEMPT TO IDENTIFY ANY DISCERNIBLE TRENDS. A FEW MORE THAN 200 SCHOOLS WERE IDENTIFIED BY BOTH THE 1964 AND 1969 SURVEYS, THE TOTAL UNDER COLLEGE CONTROL 15 FEWER IN 1969. AN AVERAGE OF EIGHT SCHOOLS PER YEAR WERE CLOSED, WITH TWO A YEAR STARTED OR REOPENED, HALF OF THEM STARTING IN THE LAST 2 YEARS. AS IN 1964, ELEMENTARY SCHOOLS AND COMBINED ELEMENTARY AND JUNIOR HIGH SCHOOLS COMPRISE ABOUT 60 PERCENT OF ALL THE LABORATORY SCHOOLS; A PREPONDERANCE OF NURSERY AND KINDERGARTEN PROGRAMS EXISTS IN THE SCHOOLS OPENED. AN OBVIOUS CONTRAST IS APPARENT IN THE ANNOUNCED SCHOOL PURPOSES: IN 1964 PROVISION FOR STUDENT TEACHING EXPERIENCES WAS THE PRIMARY OBJECTIVE, WHEREAS THE PRINCIPAL AIM BY 1969 WAS TO SERVE AS A CENTER FOR OBSERVATION AND PRESTUDENT TEACHING EXPERIENCES WITH INCREASED EMPHASIS UPON RESEARCH, EXPERIMENTATION, AND INSERVICE EDUCATION. (DATA ON EACH OF THE SCHOOLS IS TABULATED IN 46 CATEGORIES RELATED TO GENERAL CHARACTERISTICS, STUDENT POPULATION, SCHOOL ROLE, DEVELOPMENT OF SCHOOL POLICY, PROFESSIONAL PROGRAMS, AND REASONS MOTIVATING ESTABLISHMENT AND CLOSING.) (JS)

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NATIONAL SURVEY

OF

CAMPUS LABORATORY SCHOOLS

1969

compiled by

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## FOREWORD

Laboratory schools have played an important and changing role in the development of teacher education in the United States. Most of the laboratory schools currently serving as resources in teacher education are associated with colleges and universities comprising the membership of the American Association of Colleges for Teacher Education. Because of this relationship and the fact of the Association's continuing interest in studying all aspects of teacher education, this report is published as a part of AACTE's continuing effort to serve the teacher education community.

The report updates the study by Evan Hugh Kelley, College-Controlled Laboratory Schools in the United States - 1964, published by AACTE. The status of laboratory schools continues to be a concern of state departments of education, of colleges and universities, as well as of students of teacher education. The current publication is an amalgamation of studies carried out by Kenneth A. Browne, consultant in teacher education, Maryland State Department of Education, and by M. Curtis Howd, secretary-treasurer of Laboratory School Administrators. The AACTE acknowledges the initiative these two organizations have taken in carrying out the inquiries necessary to provide the data included in this publication and is proud to be associated with them in this study of the current status of the laboratory school. There has been a long-standing cooperative relationship between state departments of education (often through the National Association of State Directors of Teacher Education and Certification), the Laboratory School Administrators Association, and AACTE. The AACTE is pleased to extend this relationship in this project.

Edward C. Pomeroy  
Executive Secretary, AACTE

January 1970



## THE NATIONAL SURVEY OF CAMPUS LABORATORY SCHOOLS

### Introduction

THE NATIONAL SURVEY OF CAMPUS LABORATORY SCHOOLS was made to provide information for school and college administrators and others concerned with the functions and contributions of these schools, and the extent to which they are being closed, reorganized, or new ones opened. It updates a survey by Evan Hugh Kelley published in 1964 by the American Association of Colleges for Teacher Education.

The Kelley study emphasized college-controlled public laboratory schools, but included, with identification, a number of non-public schools and schools serving institutions of higher education that neither control them nor provide their major financial support. The current survey likewise assembled information primarily about college-controlled schools at public institutions, but also included some non-public schools and a few that are not college-controlled.

The current publication is more comprehensive than the 1964 publication, including data on topics such as school enrollments, formation of policy in the laboratory schools, study of need for change in the schools, reasons

motivating establishment and closing, and use of public schools for laboratory experiences. It is a result of the cooperative efforts of the Laboratory School Administrators Association and the Maryland State Department of Education, their activity having been merged after each had begun separate studies. Assisting the Maryland State Department of Education in obtaining data were the directors of teacher education and certification in each of the forty-six states reporting.

### General Characteristics of the Laboratory Schools

This survey is concerned with the current status of college-related laboratory schools in the United States. Particular attention is given to changes in numbers and other characteristics of campus laboratory schools since publication of the Kelley study in 1964. A primary purpose is to identify any discernable trends either in the objectives and functions of the schools or in the numbers being opened, closed, or reorganized.

Identified in this study are 208 laboratory schools. They are affiliated with 196 colleges and universities in all states excepting Delaware, Nevada, South Dakota, and Vermont - one state more than represented in the Kelley report. Of the 208,

Kelley, Evan Hugh, College-Controlled Laboratory Schools in the United States - 1964. Washington, D.C.: American Association of Colleges of Teacher Education, 1964. p. 35.

ten appear to be independent of college-university control. Kelley reported 212 college-controlled laboratory schools, fourteen more than the total of the current study.

Information about 194 of these schools is presented in a sixteen-page tabulation entitled "Data About Laboratory Schools Now in Operation." Additional campus schools are listed in the next section, and in the Appendix there will be found a list by states of the 208 laboratory schools identified in this survey as operating in 1969-70. The grade range of each laboratory school is indicated in parentheses.

During 1968 and 1969 the number of laboratory schools started or reorganized has increased, but the total number reported closed exceeds the number of new schools organized since 1964. Changes in functions, as well as in the number, of these schools will be reported later in this publication.

That more than half the buildings now housing laboratory schools have been constructed within the last two decades is shown by analysis of the first part of the tabulated material. Furthermore, a fourth of the total are not over ten years old. Approximately sixty percent of the laboratory schools are elementary schools or a combination of elementary and junior high schools. Of the remaining forty percent, about eighteen percent include pregrade one through twelve; five percent grade one through twelve; six percent various combinations of junior and senior high school classes; eight percent, a prekindergarten or pregrade one or some combination of these groups

with a grade one; and slightly less than four percent have an ungraded program. It will be shown later that the number of schools organized for early childhood education is increasing.

Of the 142 schools that reported enrollment, approximately seventy-one percent enroll fewer than 500 pupils. Exactly half of the schools that are identified as elementary or elementary-through-junior high school enroll fewer than 250 pupils, and fifteen percent of the schools in this category enroll more than 500 pupils. Of those schools that enroll pre-first grade through twelve or grade one through twelve, approximately two-thirds enroll more than 500 pupils and three of these schools have an enrollment in excess of 1,500.

#### Additional Campus Laboratory Schools, 1969-70

Several laboratory schools were reported too late for the tabulation, insufficient data were available about them, or for other reasons were not included in the major tabulation. In alphabetical order by states, these additional laboratory schools are:

Colorado State College Nursery School

University of Hawaii, three laboratory schools consolidated into one P-12 school

Grambling College High School, Louisiana

Southeastern Louisiana College Laboratory  
School (P-8)

Three at Massachusetts state colleges:

M. J. Tobin School, Boston (P-8)  
Martha M. Burnell School, Bridgewater (P-4)  
Jonathan Maynard School, Framingham

Leslie-Ellis Laboratory Schools at Lesley  
College, Cambridge, Massachusetts (Non-  
graded)

Phelps Laboratory School, Winona, Minnesota  
State College (P-8)

College School, Webster, Missouri College

Antioch School, Antioch College, Antioch,  
Ohio (P-6)

Nursery School at University of Rhode Island

University School, Marshall U., West  
Virginia (P-12) (closing 1970)

Source of Student Population

In two out of three cases, the laboratory school student body is selected solely from applications. About ten percent of the schools obtain some students from a defined district and select others from applications. The remaining twenty-four percent obtain their students from a school attendance district.

2Ibid.

Role of the Laboratory School

In attempting to identify the role of the laboratory school, respondents were asked to indicate the relative importance they attach to functions they considered either very important, important, of limited value, or not one of their purposes. The categories included ones usually associated with the contributions that laboratory schools have traditionally made.

If one assumes that items which were marked very important and important are indeed engaged in, it is obvious that, in general, the principal functions of laboratory schools are to serve as a center for observation and demonstration and for the participation of college students with children in a pre-student teaching program. In addition, approximately sixty-four percent of the schools consider some form of experimentation as an important role. Slightly more than half of the schools indicated that they conduct research of a pure or action quality, and about the same number recognize that they are expected to provide leadership in the development of in-service education programs. Less than half of the schools consider student teaching to be one of their important activities.

In comparing role identification of laboratory schools participating in this study with those reported by Kelley in 1964<sup>2</sup>, it is significant to note the changes in emphasis. Although Kelley did not use exactly the same categories included on the form distributed by the Laboratory School Administrators Association, most were identical. In Kelley's



study each school was asked to rank, in descending order from one to seven, the importance that it accepted for providing for each of the following activities: observation, demonstration, student teaching, research, participation, experimentation, and in-service education.

If it could be assumed that those items in the Kelley study that were ranked one, two, and three were more generally held as a responsibility than those marked four, five, six, and seven, then the most important roles were observation (marked by eighty-five percent of the group) and demonstration (marked by more than two-thirds of those reporting). The next most important responsibility was providing for student teachers, which was marked as number one in importance by sixty-five schools and within the first three rankings by sixty percent of the respondents.

Research, participation, experimentation, and in-service education were not accepted as of major importance. By contrast, the current study reports increased emphasis on these four functions and less use of the schools for student teaching.

In general, the percentage of schools in the current study that consider observation and demonstration to be of major importance is about the same as the percentage which indicated the importance of these functions in the Kelley study. The major change in role identification is in providing for research, experimentation, and in-service education. The fact that slightly more than half the schools in the current study indicated that they either make a limited

contribution or are not used at all for student teaching, shows a marked change in role.

#### Determination of Need for the School

Ninety schools indicated that during the past five years an institutional study has been made to determine the need for continuing their laboratory schools. It is significant to note that, of this number, thirty-nine plan to construct a new building. These numbers become more impressive when combined with the fifty-six institutions that have built new laboratory schools during the 1960's.

Associated with the determination of need is an apparent trend toward changing the name of the laboratory school to reflect a change in emphasis toward experimentation and research functions. Almost twenty-eight percent of the schools stated that they have changed their name to indicate this new emphasis; they are now being called "center for curriculum study," "center for experimentation and research in learner-teacher activities," and the like.

#### Development of Laboratory School Policy

Procedures followed in establishing policy governing laboratory school program development were reported by 143 schools. Policy that directs the involvement of laboratory school faculty in new ventures is formulated in about seventy percent of these schools by a combination of personnel, including administrators and teachers. Approximately



TABLE I

## DATA ABOUT LABORATORY SCHOOLS NOW IN OPERATION

State and Institution	Year established	Year building was constructed	Year last addition was made	Vertical organization (P = pre-first grade) (NG = non-graded)	Number of pupils fewer than	Student population from		Relative value to institution in providing professional services indicated as very important (1); important (2); limited value (3); not used for this purpose (4)								Policy directing involvement of laboratory school faculty in new ventures formulated by						During past 5 yrs. study has been made of need for laboratory school and/or a school started or discontinued		Planning to build new laboratory school
						Attendance district	Application	Observation and demonstration	Participation	Student teaching	Pilot testing new curricular materials	Experimentation with learner-teacher activities	Research - pure or of action quality	Leadership in in-service programs	All university committee/council	College of education committee/council	Lab. school committee/council	Those faculty who have idea for venture and those who will will work in project	Administrators, university colleges, lab. school, singly or together	No established group or designated individuals	Yes	No	Yes	
TOTALS FOR 194 SCHOOLS					250=55 500=44 750=26 1000=8 1500=6 1500+=3	48	107	1=117 2=62 3=13 4=1	1=89 2=72 3=21 4=6	1=47 2=50 3=61 4=52	1=77 2=46 3=32 4=16	1=68 2=53 3=55 4=14	1=41 2=58 3=56 4=36	1=41 2=65 3=52 4=31	4	24	33	50	57	18	90	100	39	98
Alabama																								
Alabama State U.	---	---	---	P-12	---			1	2	2	3	3	4	3								X		
Florence State U.	1896	1964	---	P-6	250		X	1	2	1	3	2	3	2		X						X		X
Jacksonville State U.	1929	1942	1969	1-12	1500+	X		1	1	1	1	1	1	1					X			X		X
Oakwood College	---	1961	---	1-12	---			1	2	2	3	3	4	3								X		
Talladega College	---	---	---	P-9	---			1	2	2	3	3	4	3								X		
Troy State U.	1890	1925	---	NG	250		X	1	2	2	3	3	3	2				X	X			X		X
Tuskegee Institute	1882	1930	1948	P-9	500		X	1	1	2	1	1	1	1				X				X		X
Alaska																								
University of Alaska	1967	1967	1968	NG	250		X	2	2	2	2	2	2	2				X				X		X
Arizona																								
Northern Arizona U.	1900s	1958	---	P-6	500		X	1	1	3	4	1	1	2					X			X		X
Arkansas																								
Harding College	---	1946	---	P-12	---			1	2	1	3	3	3	4								X		
California																								
Ambassador College	1955	1966	1968	1-12	750		X	1	1	4	2	3	4	4					X			X		X
Chico State College	1887	1949	1949	P-6	250	X	X	1	1	1	2	2	2	2		X			X			X		X
Fresno State College	1911	1947	1947	P-6	250		X	2	3	3	1	1	3	2						X		X		X
Humboldt St. College	1914	1914	1970	P-8	250		X	1	1	3	2	1	1	1								X		X
San Diego State College	1900	1930	1940	P-6	250		X	2	2	2	1	1	3	1				X				X		X
San Francisco St. Col.	1899	1956	---	P-6	500	X	X	1	1	3	2	2	2	2				X	X			X		X
University of California, IA	1920	1955	1957	NG	500		X	1	2	1	1	1	1	1				X				X		X
Colorado																								
Colorado State College	1897	1961	---	P-12	750		X	2	1	3	2	2	2	3			X					X		X
Special Education School	---	1961	---	NG	---			2	2	4	1	1	1	3								X		
Connecticut																								
Central Conn. St. College	1890	1930	1957	P-6	1500	X		3	2	1	3	3	3	4				X				X		X
Eastern Conn. St. College	1889	---	---	P-6	500	X		1	---	2	1	1	1	1		X						X		X
Southern Conn. St. College	---	1950	---	P-6	---			2	3	4	2	2	1	1								X		
University of Connecticut	1958	1958	1967	8-12	1500	X		1	2	2	3	3	3	3					X			X		X
District of Columbia																								
Dist. of Col. Teachers Col.	1954	1957	---	P-6	1500	X		2	1	1	1	2	2	2					X			X		



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DATA ABOUT LABORATORY SCHOOLS NOW IN OPERATION

Wartburg College



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TABLE I

## DATA ABOUT LABORATORY SCHOOLS NOW IN OPERATION

State and Institution	Year established	Year building was constructed	Year last addition was made	Vertical organization (P = pre-first grade) (NG = non-graded)	Number of pupils fewer than	Student population from		Relative value to institution in providing professional services indicated as very important (1); important (2); limited value (3); not used for this purpose (4)										Policy directing involvement of laboratory school faculty in new ventures formulated by						During past 5 yrs. study has been made of need for laboratory school and/or a school started or discontinued			
						Attendance district	Application	Observation and demonstration	Participation	Student teaching	Pilot testing new curricular materials	Experimentation with learner-teacher activities	Research - pure or of action quality	Leadership in in-service programs	All university committee council	College of education committee/council	Lab. school committee/council	Those faculty who have idea for venture and those who will work in project	Administrators, university colleges, or together	No established group or designated individuals	Yes	No	Yes	No	Yes	No	
TOTALS FOR 194 SCHOOLS					250=57 500=42 750=26 1000=8 1500=6 1500+=3	48	107	1=117 2=62 3=13 4=1	1=89 2=72 3=21 4=6	1=47 2=50 3=61 4=32	1=77 2=46 3=32 4=16	1=68 2=53 3=55 4=14	1=41 2=58 3=56 4=36	1=41 2=65 3=52 4=31	4	24	33	50	57	18	90	100	39	98			
Kansas																											
Kansas St. College-elem.	1927	1955	---	P-6	250	X		1	1	3	1	1	2	2					X			X			X		
Kansas St. College-sec.	1905	1957	---	7-12	250		X	2	2	4	3	2	4	4						X		X			X		
Kan. St. Teachers Col.-elem.	1863	1959	---	P-6	250		X	1	1	3	1	2	2	2				X				X			X		
Kan. St. Teachers Col.-sec.	1907	1952	---	7-12	250		X	1	1	4	2	2	2	3		X						X			X		
Kentucky																											
Eastern Ky. St. Col.	---	1961	---	P-12	---			1	2	4	2	2	3	3								X					
Morehead State College	---	1931	1966	P-12	500		X	1	1	3	1	1	2	1					X			X			X		
Murray State U.	---	1928	---	P-6	---			1	2	2	3	3	3	4								X					
Ursuline College	1925	1955	1960	P-8	500		X	1	1	1	2	2	3	2			X					X			X		
Western Kentucky Univ.	1925	1925	---	K-6	500		X	2	1	1	2	2	4	1				X				X			X		
Louisiana																											
Grambling College	---	1954	---	P-6	---			1	2	1	3	3	4	3									X				
La. Polytechnic Institute	1916	1916	1969	P-8	250		X	2	1	3	1	1	2	1					X			X			X		
Louisiana State U.	1915	1957	1966	1-12	750		X	1	1	1	3	3	3	1					X			X			X		
Northwestern St. College	1921	1934	---	P-6	500	X	X	1	1	---	1	---	2	1		X	X					X			X		
Southern University	1929	1957	---	P-12	750		X	1	2	1	3	2	3	2				X				X			X		
U. Southwestern La.	1939	1939	1945	P-8	500	X		1	---	1	3	3	3	3		X						X			X		
Maine																											
Washington St. Teachers Col.	1909	1936	---	1-9	250	X		2	2	1	3	3	3	3				X				X			X		
Maryland																											
Columbia Union-Sligo El.	---	1937	---	P-8	---			2	2	1	3	3	3	4								X					
Columbia Union-Takoma Sec.	---	1964	---	9-12	---			2	2	1	3	3	3	4													
Coppin State College	---	1961	---	NG	---			1	1	4	1	1	1	4								X					
Hood College	---	1921	---	P	---			1	1	2	4	4	4	4								X					
Towson St. College	1866	1960	1960	P-6	250		X	1	1	3	1	1	2	1				X				X			X		
U. of Maryland	---	1965	---	P	---			2	3	4	2	2	1	3								X					
Massachusetts																											
Fitchburg State College	1896	1896	1909	P-9	1000	X		1	1	1	1	1	1	1		X						X		X			
St. College- N. Adams	1968	1939	---	P-8	500	X		1	2	1	1	1	2	2				X				X			X		
Salem State College	1913	1913	---	P-9	750	X		2	1	2	4	3	4	4		X						X			X		
Un. of Massachusetts	1961	1961	---	P-6	500	X		1	2	2	1	2	1	2			X					X			X		

## DATA ABOUT REPORTING UNIVERSITIES

During past 5 yrs. no. of lab. school faculty who have			Is there study on plan to change organization or names to emphasize new or changed function?			Arrangements are made to use public schools for				Respondent is of opinion that public schools can be as effective as a laboratory school		Student enrollment			Non-state supported	Chartered as a				
Published research	Published articles in professional journals	Published books, text books, workbooks	Yes	No	Comment	Student teaching	Pre-student teaching programs	Studies, research, experimentation	No arrangement made	Yes	No	Under 5000	Between 5000-15000	Over 15000	State supported	University	1950 or later	Teachers College	Liberal Arts College	Multi-purpose state college
0-40 5-68 5-74	0-21 5-54 5-10-34 10-32	0-78 5-46 5-10-16 10-32	52	86		127	79	49	3	19	117	59	55	23	115	17	27	32	15	35
5-	5-	0		X		X					X		X		X			X		
5-	5-	5-	X			X				X			X		X					X
5-	5-	0	X			X					X		X		X			X		
5-	5-10	0	X			X					X		X					X		
5-	5-10	0			recently changed	X					X		X		X		X			
5-	5-	0	X			X					X								X	
5-	5-	0	X			X					X		X		X		X			
5-	5-	0	X			X	X				X		X							
0	5-	5-		X		X		X			X			X	X		X			
0	5-10	0		X		X					X	X			X					
0	0	0		X		X	X				X		X		X					X
0	0	0		X		X	X						X		X		X			
5+	0	0	X			X	X	X			X	X			X		X			X
5-	5-10	5-10	X			X	X	X		X			X		X		X			
5-	5-	0	X			X	X	X		X		X			X					X
5-	5-	0	X			X					X	X			X					
0	0	0		X		X					X	X			X					X
5-	5-10	5-	X			X					X			X						



TABLE I

## DATA ABOUT LABORATORY SCHOOLS NOW IN OPERATION

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Westfield St.Co.Juniper Pk.	1968	1968	---	P-6	750	X	X	3	2	2	1	1	3	2					X						X		
Michigan																											
Andrews University	1922	1963	1968	P-12	750		X	2	2	1	2	2	2	3					X				X	X			
Central Mich. U.	---	1958	---	P-6	---			2	3	1	3	3	4	2								X					
Northern Mich. U.	1899	1925	---	P-9	250	X		2	3	3	1	1	1	1				X			X				X		
University of Mich.	1924	1930	1930	P-9	500	X		3	3	3	1	1	1	3				X	X		X				X		
Minnesota																											
Bemidji St. College	---	1950	---	P-6	250	X	X	1	1	4	1	2		1					X			X	X				
Macalester College	---	1947	---	P	---			2	1	1	3	3	3	4							X						
Mankato State Coll.	---	1958	---	P-12	---			2	4	3	1	1	1	2							X						
Moorhead State Coll.	1930	1925	1950	P-12	500		X	2	2	3	2	3	3	3				X			X				X		
St. Cloud St. College	1869	1957	1959	P-9	500		X	1	1	3	1	1	2	3							X				X		
University of Minn.	1968	1924	---	7-12	1500	X	X	2	2	1	1	1	2	2				X				X			X		
Mississippi																											
Miss. St. Coll. - Women	1930	1932	---	P-6	250	X		1	1	1	4	1	4	3				X				X			X		
Miss. Valley St. College	---	1955	---	1-6	750	X		1	1	1	1	3	3	3					X			X			X		
Missouri																											
Central St. College	1907	1960	1968	P-12	750		X	1	1	2	2	2	3	2				X	X			X			X		
Lincoln U.	---	1940	---	P-12	---			2	2	1	3	3	4	3								X					
Northwest Mo. St. Col.	1910	1940	---	P-6	250		X	1	1	1	1	1	1	1						X			X		X		
Southeast Mo. St. Col.	---	1921	---	P-12	500		X	2	3	3	3	3	4	3					X				X				
Southwest Mo. St. Col.	1906	1966	---	P-12	500		X	2	2	2	1	1	2	2				X				X			X		
University of Missouri	1902	1933	---	P-12	750		X	2	1	2	2	2	2	3				X				X					
Montana																											
Eastern Montana College	1945	1956	---	P-6	250	X		1	2	4	1	1	1	1				X				X			X		
Nebraska																											
Concordia Teachers Coll.---																											
St. Johns Elem.	---	1956	---	P-8	---			2	2	1	3	3	3	4								X					
Concordia H. S.	---	---	---	9-12	---			2	2	1	3	3	3	4								X					
Union College	---	1956	1967	P-12	750		X	1	1	2	1	1	2	1						X			X		X		
New Hampshire																											
Keene State College	1909	1915	1952	P-6	500	X		2	1	3	1	2	2	2					X						X		
Plymouth State College	1870	1933	1962	P-6	500	X		1	1	2								X				X			X		

[illegible]

TABLE I  
DATA ABOUT LABORATORY SCHOOLS NOW IN OPERATION

State and Institution	Year established	Year building was constructed	Year last addition was made	Vertical organization (P = pre-first grade) (NG = non graded)	Number of pupils fewer than	Student population from				Relative value to institution in providing professional services indicated as very important (1); important (2); limited value (3); not used for this purpose								Policy directing involvement of laboratory school faculty in new ventures formulated by						During past 5 yrs. study has been made of need for laboratory school and/or a school was started or discontinued			
						Attendance district	Application	Observation and demonstration	Participation	Student teaching	Pilot testing new curricular materials	Experimentation with learner-teacher activities	Research - pure or of action quality	Leadership in	All university committee council	College of education committee/council	Lab. school committee/council	Those faculty who have idea for venture and those who will work in project	Administrators, university colleges, lab. school, singly or together	No established group or designated individuals	Yes	No	Yes	No			
TOTALS FOR 194 SCHOOLS					250=55 500=44 750=26 1000=8 1500=6 1500+=3	48	107	1=117 2=62 3=13 4=1	1=89 2=72 3=21 4=6	1=47 2=50 3=61 4=32	1=77 2=46 3=32 4=16	1=68 2=53 3=55 4=14	1=41 2=58 3=56 4=36 5=31	4	24	33	50	57	18	90	100	39	98				
New Jersey																											
Glassboro State Coll.	1923	1954	---	P-6	250	X		2	2	3	3	3	4	3			X				X				X		
Montclair State Coll.	---	1929	---	9-12	---			1	2	4	4	4	4	2							X						
Newark State Coll.	---	1963	---	P-6 & Sp.Ed	---			3	2	4	1	1	1	2							X						
Trenton State Coll	---	1966	---	P-6	---			2	1	4	2	2	3	3							X						
New Mexico																											
University of N. M.	---	1966	---	P	---			1	1	3	2	2	2	1							X					X	
Western New Mexico U.	1893	1950	---	P-9	250		X	3	4	3	2	1	1	4								X					
New York																											
Bank St. Coll. of Ed.	1916	1900	1900	P-9	500		X	1	2	3	1	2	2	1		X		X			X				X		
Brooklyn College	1953	---	---	P-1	250		X	1	1	1	1	4	2	2			X				X				X		
D'Youville College	---	1968	---	---	---			1	2	2	4	4	3	4							X						
Hofstra University	---	1965	---	N	---			2	2	3	4	4	1	2							X						
Hunter College	1870	1912	---	7-12	1500	X		1	3	2	2	2	3	3													
Mt. St. Joseph Coll.	---	1936	---	1-8	---			1	2	3	2	2	3	4													
Mt. St. Mary Coll.	---	1918	---	P-8	---			1	1	3	3	3	3	4													
St. Joseph Coll.-Women	1934	1968	---	P	250		X	1	1	1	1	1	3	1								X				X	
Sarah Lawrence Coll.	---	1937	---	P	---			2	1	2	4	4	4	2								X					
St. Un. Coll.-Brookport	1867	1965	---	P-9	500		X	1	2	3	1	1	1	2		X						X				X	
St. Un. Coll.-Buffalo	1871	1967	---	P-12	1000		X	1	1	2	1	2	2	3				X			X					X	
St. Un. Coll.-Cortland	1868	1962	1962	P-6	750		X	1	1	1	1	1	1	1			X				X					X	
St. Un. Coll.-Genesco	1924	1968	---	P-6	1000	X		2	1	2	2	3	3	3				X			X					X	
St. Un. Coll.-New Paltz	1925	1932	---	1-8	500	X	X	1	1	3	2	3	3	3		X					X					X	
St. Un. Coll.-Oneonta	1915	1932	1932	P-9	750		X	1	1	2	3	3	3	2								X		X			
St. Un. Coll.-Oswego	1861	1963		P-9	750		X	1	1	3	1	1	2	3					X			X				X	
St. Un. Coll.-Plattsburg	---	1965	---	P-8	---			3	2	4	1	1	1	2							X						
St. Un. Coll.-Potsdam	---	1928	---	P-8	500		X	1	1	2	2	1	2	2		X		X			X				X		
St. Un. N. Y.-Albany	1894	1928	1954	7-12	500		X	1	1	2	1	1	1	3			X	X					X			X	
Syracuse Univ.-Nursery	---	1957	---	P	---			1	4	2	2	2	3	4													
Syracuse Univ.-King	---	1967	---	4-6	---			2	4	2	1	1	2	4							X						
Teachers Coll.-Columbia U.	1943	---	---	P-6	250	X		3	---	3	3	3	3								X						
Vassar College	---	1927	---	P	---			2	2	1	4	4	2	3								X					



## DATA ABOUT REPORTING UNIVERSITIES

During past 5 yrs. no. of lab. school faculty who have				Is there study on plan to change organization or names to emphasize new or changed function?			Arrangements are made to use public schools for				Respondent is of opinion that public schools can be as effective as a laboratory school		Student enrollment			Non-state supported	Chartered as a					
Published research studies	Published articles in professional journals	Published books, textbooks, workbooks		Yes	No	Comment	Student teaching	Pre-student teaching programs	Studies, research, experimentation	No arrangement made	Yes	No	Under 5000	Between 5000-15000	Over 15000		State supported	Prior to 1950	1950 or later	Teachers College	Liberal Arts College	Multi-purpose state college
0-40 5-68 5-34	0-21 5-54 5-10-34 10-32	0-78 5-46 5-12-16 10-32		52	86		127	79	49	3	19	117	59	55	23	115	17	27	26	32	15	35
0	0	0		X			X	X			X	X	X			X						X
5+	10+	5-			X		X		X		X	X	X			X				X		
5-	5-	5-			X		X		X		X	X	X				X			X		
0	0	0	X				X	X	X			X				X			X			
5-	10+	5-10			X	in the process	X	X			X	X				X				X		
0	5-	0			X		X	X	X			X	X									
5+	5-10	5-			X		X		X		X	X				X						X
5+	10+	0	X				X	X	X			X	X			X			X			
5-	10+	0	X				X					X	X			X		X		X		
5-	5-10	5-			X	under consideration	X					X	X			X				X		X
5-	5-10	0			X		X	X				X	X			X		X				X
5+	5-10	5-			X		X	X				X	X			X						X
5-	5-	0			X		X	X				X		X		X						X
5-	5-10	0			X																	
5-	10+	5-			X		X	X				X	X			X		X		X		
0	5-	0			X				X		X			X						X		

TABLE I

## DATA ABOUT LABORATORY SCHOOLS NOW IN OPERATION

State and Institution	Year established	Year building was constructed	Year last addition was made	Vertical organization (P = pre-first grade) (NG = non graded)	Number of pupils fewer than	Student population from										Relative value to institution in providing professional services indicated as very important (1); important (2); limited value (3); not used for this purpose										Policy directing involvement of laboratory school faculty in new ventures formulated by						During past 5 yrs. study has been made of need for laboratory school and/or a school was started or discontinued				Planning to build new laboratory school
						Attendance district	Application	Observation and demonstration	Participation	Student teaching	Pilot testing new curricular materials	Experimentation with learner-teacher activities	Research - pure or of action quality	Leadership in	All university committee/council	College of education committee/council	Lab. school committee/council	Those faculty who have idea for venture and those who will will work in project	Administrators, university colleges, lab. school, singly or together	No established group or designated individuals	Yes	No	Yes	No	Yes	No										
TOTALS FOR 194 SCHOOLS					250=55 500=44 750=26 1000=8 1500=6 1500+=3	48	107	1=117 2=62 3=13 4=1	1=89 2=72 3=21 4=6	1=47 2=50 3=61 4=32	1=77 2=46 3=32 4=16	1=68 2=53 3=55 4=14	1=41 2=58 3=56 4=36	1=41 2=65 3=52 4=31	4	24	33	50	57	18	90	100	39	98												
Wagner College	---	1955	---	P	---			2	1	1	3	3	4	3																						
North Carolina																						X														
Appalachian St. (Ele. & H.S.)	---	1965	1965	1-12	1500	X		1	1	1	3	3	3	4					X				X		X											
East Carolina U.	---	1970	---	P-6	---			1	2	1	4	4	3	3								X														
U. of N. C.-Greensboro	1893	1926	1961	P-12	500		X	2	1	1	1	1	2	2					X				X		X											
Western Carolina Univ.	1930	1965	1965	1-12	750	X		1	1	4	1	1	4	2						X			X		X											
North Dakota																																				
Minot State College	1920	1931	---	P-6	250		X	1	2	3	1	1	1	2			X					X			X											
Ohio																																				
Kent State University	1917	1958	---	P-12	750		X	1	1	3	1	2	2	1					X				X		X											
Miami University	1909	1968	1968	P-9	500		X	1	1	3	2	2	3	2					X				X		X											
Ohio University	---	1926	---	P-6	---			1	2	1	3	3	3	3									X													
Oklahoma																																				
Langston University	---	1937	---	1-8	---			1	1	4	1	1	2	1																						
University of Oklahoma	1928	1942	1942	P-12	500		X	2	2	3	1	1	1	1				X				X														
Oregon																																				
Eastern Oregon College	1935	1935	1935	P-6	250		X	1	1	2	2	2	4	2			X																			
Oregon Coll. of Educ.	1900	1916	1958	P-6	500	X		2	1	3	1	1	2	1			X					X														
Southern Oregon Coll.	1926	1926	1965	1-6	500	X		2	2	1	3	3	3	3		X						X														
Pennsylvania																																				
California St. Coll.	1929	1929	1929	P-6	250			1	2	1	3	3	4	2			X																			
E. Stroudsburg St. Coll.	1935	1935	---	P-4	250	X		1	2	2	1	3	3	3		X						X														
Edinboro State Coll.	1960	1933	1933	P-6	250		X	1	2	4	3	3	4	4						X			X													
Indiana State Coll.	---	1939	---	P-6	---																															
Kutztown St. College	1929	1968	---	P-6	250		X	1	1	4	2	1	2	1					X																	
Lock Haven St. Coll.	1900	1929	---	P-6	250		X	3	1	3	1	2	2	1		X																				
Millersville St. Coll.	1870	1930	1969	P-5	250	X	X	1	2	3	1	1	1	1								X														
Shippensburg St. Coll.	1877	1938	1938	P-6	250	X	X	2	2	4	2	2	3	3								X														
Univ. of Pittsburgh	1931	1931	1940	P-9	250		X	1	1	2	1	2	2	2			X																			
West Chester St. Coll.	1899	1968	---	P-6	250	X	X	3	3	3	1	1	1	2																						
Rhode Island																																				
Barrington College	1950	---	---	P	250		X	1	1	4	3	2	4	2																						
Rhode Island College	1898	1958	---	P-6	500	X	X	1	1	4	1	1	2	3	X					X																

[illegible]



TABLE T  
DATA ABOUT LABORATORY SCHOOLS NOW IN OPERATION

[illegible]

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T A B L E I  
D A T A A B O U T L A B O R A T O R Y S C H O O L S N O W I N O P E R A T I O N

DATA ABOUT LABORATORY SCHOOLS NOW IN OPERATION																													
State and Institution	Year established	Year building was constructed	Year last addition was made	Vertical organization (P = pre-first grade) (NG = non-graded)	Number of pupils fewer than	Student population from		Relative value to institution in providing professional services indicated as very important (1); important (2); limited value (3); not used for this purpose (4);										Policy directing involvement of laboratory school faculty in new ventures formulated by						During past 5 yrs. study has been made of need for laboratory school and/or a school was started or discontinued				Planning to build new laboratory school	
						Attendance district	Application	Observation and demonstration	Participation	Student teaching	Pilot testing new curricular materials	Experimentation with learner-teacher activities	Research - pure or of action quality	Leadership in	All university committee council	College of education committee/council	Lab. school committee/council	Those faculty who have idea for venture and those who will work in project	Administrators, university colleges, lab. school, singly or together	No established group or designated individuals	Yes	No	Yes	No	Yes	No			
TOTALS FOR 194 SCHOOLS					250=55 500=44 750=26 1000=8 1500=6 1500+=3	48	107	1=117 2=62 3=13 4=1	1=89 2=72 3=21 4=6	1=47 2=50 3=61 4=32	1=77 2=46 3=32 4=16	1=68 2=53 3=55 4=14	1=41 2=58 3=56 4=36	1=41 2=65 3=52 4=31	4	24	33	50	57	18	90	100	39	98					
Concord College	---	1968	---	P	---			2	3	1	2	2	4	3								X							
West Virginia Univ.	1925	1933	---	10-12	750	X		3	3	2	2	2	3	2					X				X						
Wisconsin																													
Alverno College	1954	1954	---	P-8	250		X	2	3	4	1	1	2	2					X			X					X		
St. Un.- Oshkosh	---	1928	1967	P-9	500		X	1	2	2	1	1	1	2						X		X					X		
Un. of Wisc.-Milwaukee	1885	1954	---	P-15	250		X	2	2	3	3	2	2	3				X				X					X		
Wisc. St. U.-Eau Claire	1916	1952	1952	P-6	250		X	1	1	3	1	1	2	2				X				X					X		
Wisc. St. U.-LaCrosse	1903	1939	---	P-9	500		X	1	1	3	2	2	3	2								X					X		
Wisc. St. U.-Platteville	1866	1953	---	P-5	250		X	1	1	3	3	3	2	2		X						X					X		
Wisc. St. U.-River Falls	---	1962	1962	P-9	500		X	1	1	3	1	2	2	1				X				X					X		
Wisc. St. U.-Stevens Point	1900	1929	---	P-6	250		X	1	2	2	2	1	2	2				X				X					X		
Wisc. St. U.-Superior	1893	1960	---	P-9	500	X	X	2	1	3	1	1	1	1		X					X						X		
Wisc. St. U.-Whitewater	---	1960	---	P-9	250		X	1	1	3	1	1	2	2				X				X					X		
Wyoming																													
U. of Wyoming	---	1950	---	P-12	---			2	1	2	3	3	3	4								X							



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half of these schools use a combination of faculty personnel which includes those that have the idea for the venture and those that will share in carrying it to a conclusion. The other half of this group includes administration of the university, college, and laboratory school, either singularly or in some combination. About twenty percent of these schools use a laboratory school committee or council to formulate the policy governing new ventures, and an almost equal number use a committee from the education faculty for this purpose. The use of an all-college or university group to formulate laboratory schools reported that they use no established group for developing policy for the school.

#### Professional Contributions of Laboratory School Faculty Members

Although it was recognized that it is impossible to measure the contribution of any faculty member by quantitative judgments, it was felt that ascertaining the number of laboratory school faculty members who have contributed to professional literature would provide significant information. In support of the increased emphasis upon research and experimentation as major roles of the laboratory school is the fact that, in seventy percent of the schools that supplied these data, the laboratory school faculty members have published research studies; in thirty-four percent of these, six or more faculty members published.

During the past five years, laboratory school faculty in 120 of the 141 schools that submitted the data have published in professional journals.

In one-fourth of these schools, more than ten, and in another one-fourth, between five and ten, have published. In forty-two percent of these laboratory schools, faculty members have published books, textbooks, or workbooks. Although it is not reported in Table I, approximately two-thirds of the school administrators reporting are of the opinion that the number of laboratory school faculty members who have published research, professional articles, and books is about the same as the percent of faculty members in other departments of their institution.

#### Schools Closed, Reorganized, or Established

The closing, reorganization, and establishment of laboratory schools were primary concerns of this survey. Information was obtained on the numbers of schools involved in these activities, reasons for action taken and how decisions were reached, and how functions of closed schools are being carried out.

Sixty-five schools were reported reduced in scope or in process of closing. Of these, forty were closed between 1964 and 1969, five were to close in the next two or three years, and twenty had one or more grades eliminated. Thirty of the forty were at current or former state colleges, six at state universities, one at a municipal university, and three at non-public institutions. More closings have occurred in northeastern and mid-western states than in other areas. States losing two or more laboratory schools in the five-year period included Connecticut, Kentucky, Maine, Maryland, Michigan, Nebraska, New Jersey, Ohio, Pennsylvania, and Utah.

The twenty schools that eliminated grades confined them to the sixth or higher level with but a single exception. This one, which had found it expedient to close grades seven through twelve three years earlier, closed grades one through six in 1969, leaving only kindergarten. The remaining twenty-one eliminated grades as follows: grade six, one; grades six to eight, one; grades seven to nine, thirteen; grades seven to twelve, two; grades nine to twelve, three.

Several respondents with closed schools indicated that the schools were still needed, primarily for college-controlled laboratory experiences. A smaller number favored using public schools as a substitute for campus schools.

Respondents to the question indicated a faculty committee was used in arriving at a decision to close a laboratory school. Financial rather than educational need appeared to be the deciding factor in most decisions to close that were reported. Cost of operation and shortage of campus space caused by growing enrollments were the most frequently stated reasons.

Institutions reporting forty laboratory schools closed during the five years are listed here by states with dates of closing (when available).

Alabama

Livingston State College, 1969

Arizona

Arizona State University, 1968

Connecticut

University of Bridgeport, 1969  
Western Connecticut State College, 1968

Kentucky

Berea College, 1968  
Kentucky State College, 1969  
University of Kentucky, 1966

Maine

Farmington State College, 1965  
Gorham State College, 1966  
Fort Kent State College, 1969

Maryland

Bowie State College, 1968  
Frostburg State College, 1968  
Salisbury State College, 1969

Michigan

Eastern Michigan University, 1969  
Western Michigan University, 1969

Minnesota

University of Minnesota - Duluth, 1967



Mississippi

Jackson State College

Nebraska

Chadron State College, 1964  
Kearney State College, 1964  
Peru State College, 1967  
University of Nebraska, 1967  
Wayne State College, 1964

New Jersey

Jersey City State College, 1969  
Paterson State College, 1969

New York

State University College - Fredonia

North Carolina

Fayetteville State Teachers College, 1964

North Dakota

Valley City State College, 1965

Ohio

Central State College, 1964  
Ohio State University, 1968

Pennsylvania

Bloomsburg State College, 1967

Pennsylvania (continued)

Cheyney State College  
Clarion State College (to reorganize in 1971)  
Mansfield State College, 1966  
Slippery Rock State College

Texas

Southwest Texas State College

Utah

Brigham Young University, 1968  
University of Utah, 1965

Washington

Western Washington State College, 1966

West Virginia

West Virginia Wesleyan College

Wisconsin

University of Wisconsin - Madison, 1964

Schools Started or Reorganized

The need for a facility in which research and experimentation can be conducted is the principal reason given for starting or enlarging an existing laboratory school. Other reasons cited are to provide facilities for demonstration and observation, and to meet for a laboratory situation in early childhood programs.

Of eleven new schools reported organized since 1964, two were started in 1965, one in 1966, four in 1968, two in 1969, and two are to open in 1971. All of them include teaching at the early childhood level, and only one provides for study beyond grade seven. The institutions creating them are widely scattered:

Colorado

Colorado State College

Florida

Florida Atlantic University

New Jersey

Paterson State College\*

New Mexico

University of New Mexico

New York

Hofstra University  
Syracuse University

Pennsylvania

Clarion State College

\*Building constructed in 1965; campus school opened in 1967; school discontinued in 1969.

South Carolina

University of South Carolina

Texas

Sam Houston State College

West Virginia

Concord State College

Virginia

Longwood College

Use of Public Schools in Professional Programs

Approximately eighty-five percent of the institutions indicated that they use the public schools in their student teaching programs, and about fifty-six percent use them for pre-student teaching participation experiences. Nearly one-third use public schools for research and experimentation. The decrease in the use of laboratory schools in student teaching programs parallels the fact that most institutions are using public schools for this purpose.

The extensive use made of public schools in professional programs may induce some to ask if the laboratory school can be replaced by the

public school. Nine out of ten of the respondents to this study answered this question negatively.

#### Data About Reporting Colleges and Universities

Approximately four out of five of the campus laboratory schools that participated in this study are on the campuses of state-supported institutions of higher education. Approximately forty-three percent of these institutions have a student enrollment under 5,000; forty percent enroll between 5,000 and 15,000 students; and about sixteen percent enroll over 15,000 students.

#### A Transformation in Five Years

Does this survey portray the campus laboratory schools in this country as substantially different from, or quite similar to, the situation in 1964?

In numbers of schools, a few more than two hundred were identified both by this study and the Kelley report, with the total under college control fifteen greater in 1964. Although an average of eight laboratory schools per year were closed, new ones were started or reopened at a rate of about two a year, with half of them starting the last two years of the period. The current report shows that elementary schools, and combined elementary and junior high schools, comprise about sixty percent of all laboratory schools. The same proportion of schools at this level was reported in 1964. A probable increase in schools concerned primarily with elementary and pre-elementary levels is

indicated both by the near absence of elementary grade eliminations and by the preponderance of nursery and kindergarten programs in schools reported opened.

An obvious contrast is apparent in the announced purposes of the schools between 1964 and 1969. Whereas provision of student teaching experiences was a primary objective of the schools in 1964, the principal aim of many schools by 1969 was to serve as a center for observation and pre-student teaching participation of college students with children, and increased emphasis upon research, experimentation, and in-service education. Thus, there is mounting evidence to show that a serious reexamination of purposes for campus laboratory schools is underway in an effort to define a role unique for such schools. If the place of campus laboratory schools can thus be established as an essential component of the teacher education process, the struggle for a proportionate share of the institutional budget should be somewhat diminished.



# APPENDIX

## CAMPUS LABORATORY SCHOOLS REPORTED AS OPERATING IN 1969-70

<u>Alabama</u>		<u>Arizona</u>	
Alabama State University Montgomery 36101		Northern Arizona University Flagstaff 86001	(P-6)
Florence State University Florence 35630		<u>Arkansas</u>	
Jacksonville State University Jacksonville 36265		Harding College Searcy 72143	(P-12)
Oakwood College Huntsville 35806		<u>California</u>	
Talladega College Talladega 35160		Ambassador College Pasadena 91105	(1-12)
Troy State University Troy 36081		Chico State College Chico 95926	(P-6)
Tuskegee Institute Tuskegee 36088		Fresno State College Fresno 93726	(P-6)
		Humboldt State College Arcata 95521	(P-8)
<u>Alaska</u>		San Diego State College San Diego 92115	(P-6)
University of Alaska College 99701			

\* Pre-first grade through twelve

\*\* Non-Graded

CAMPUS LABORATORY SCHOOLS REPORTED AS OPERATING IN 1969-70

California (continued)

District of Columbia

San Francisco State College San Francisco 94132	(P-6)	District of Columbia Teachers College Washington 20009	(P-6)
University of California-Los Angeles Los Angeles 90024	(NG)	Gallaudet College Washington 20002	(NG)

Colorado

Florida

Colorado State College Greeley 80631 Nursery School Special Education	(1-12) (P) (NG)	Florida A&M University Tallahassee 32307	(1-12)
		Florida Atlantic University Boca Raton 33432	(P-9)

Connecticut

Central Connecticut State College New Britain 06050	(P-6)	Florida State University Tallahassee 32306	(P-12)
Eastern Connecticut State College Willimantic 06226	(P-6)	University of Florida Gainesville 32601	(P-12)
Southern Connecticut State College New Haven 06515	(P-6)	University of Miami Coral Gables 33124	(P-6)
University of Connecticut Storrs 06268	(8-12)		
		<u>Georgia</u> Albany State College Albany 31705	(P-7)

CAMPUS LABORATORY SCHOOLS REPORTED AS OPERATING IN 1969-70

Iowa

University of Iowa  
Iowa City 52240

University of Northern Iowa  
Cedar Falls 50613

Wartburg College  
Waverly 50677

Kentucky (continued)

Morehead State University  
Morehead 40351 (P-12)

Murray State University  
Murray 42071 (P-6)

Western Kentucky University  
Bowling Green 42101 (P-6)

Kansas

Kansas State College  
Pittsburg 66762  
Elementary  
Secondary

Kansas State Teachers College  
Emporia 66801  
Elementary  
Secondary

(P-6)  
(7-12)

(P-6)  
(7-12)

Kentucky

Bellarmine-Ursuline College  
Louisville 40250

Eastern Kentucky University  
Richmond 40475

(P-8)

(P-12)

Louisiana

Grambling College  
Grambling 71245  
Elementary  
Secondary

(P-6)  
(7-12)

Louisiana Polytechnic Institute  
Ruston 71270

(P-8)

Louisiana State University  
Baton Rouge 70803

(1-12)

Northwestern State College  
Natchitoches 71457

(P-6)

Southeastern Louisiana College  
Hammond 70401

(P-8)

Southern University and A&M College  
Baton Rouge 70813

(P-12)



CAMPUS LABORATORY SCHOOLS REPORTED AS OPERATING IN 1969-70

<u>Georgia</u> (continued)		
Georgia Southern College Statesboro 30458	(P-12)	National College of Education Evanston 60201 (P-8)
Women's College of Georgia Milledgeville 31061	(P-6)	Northern Illinois University De Kalb 60115 (P-9)
<u>Hawaii</u>		Southern Illinois University Carbondale 62901 (P-6)
University of Hawaii Honolulu 96822	(P-12)	University of Chicago Chicago 60637 (P-12)
<u>Idaho</u>		University of Illinois Chicago 61801 (7-12)
Idaho State University Pocatello 83201	(P-6)	Western Illinois University Macomb 61455 (P-12)
<u>Illinois</u>		<u>Indiana</u>
Concordia Teachers College River Forest 60305	(P-9)	Ball State University Muncie 47306 (P-12)
Eastern Illinois University Charleston 61920	(P-9)	Goshen College and Biblical Seminary Goshen 46526 (P)
Illinois State University Normal 61761 Elementary High School	(P-8) (9-12)	Indiana State University Terre Haute 47809 (P-12)
		Indiana University Bloomington 47401 (P-12)

CAMPUS LABORATORY SCHOOLS REPORTED AS OPERATING IN 1969-70

<u>Louisiana (continued)</u>		
University of Southwestern Louisiana Lafayette 70501	(P-8)	
<u>Maine</u>		
University of Maine-Washington State College Machias 04654	(1-9)	
<u>Maryland</u>		
Columbia Union College Takoma Park 20012 Elementary Secondary	(P-8) (9-12)	
Coppin State College Baltimore 21216	(NG)	
Hood College Frederick 21701	(P)	
Towson State College Baltimore 21204	(P-6)	
University of Maryland College Park 20740	(P)	
<u>Massachusetts</u>		
Lesley College Cambridge 02138		(NG)
North Adams State College North Adams 01247		(P-8)
State College at Boston Boston 02115		(P-8)
State College at Bridgewater Bridgewater 02324		(P-4)
State College at Fitchburg Fitchburg 01420		(P-9)
State College at Framingham Framingham 01701 (2 schools)		(1-6)
State College at Salem Salem 01850		(P-9)
State College at Westfield Westfield 01085		(P-6)
University of Massachusetts Amherst 01002		(P-6)
<u>Michigan</u>		
Andrews University Berrien Springs 49104		(P-12)

CAMPUS LABORATORY SCHOOLS REPORTED AS OPERATING IN 1969-70

Michigan (continued)

Central Michigan University  
Mount Pleasant 48858

(P-6)

Northern Michigan University  
Marquette 49855

(P-9)

University of Michigan  
Ann Arbor 48104

(P-9)

Minnesota

Bemidji State College  
Bemidji 56601

(P-6)

Macalester College  
St. Paul 55101

(P)

Mankato State College  
Mankato 56001

(P-12)

Moorhead State College  
Moorhead 56560

(P-12)

St. Cloud State College  
St. Cloud 56301

(P-9)

Winona State College  
Winona 55987

(P-8)

University of Minnesota  
Minneapolis 55455

(7-12)

Mississippi

Mississippi State College for Women  
Columbus 39701

(P-6)

Mississippi Valley State College  
Itta Bena 38941

(1-6)

Missouri

Central Missouri State College  
Warrensburg 64093

(P-12)

Lincoln University  
Jefferson City 65101

(P-12)

Northwest Missouri State College  
Maryville 64468

(P-6)

Southeast Missouri State College  
Cape Girardeau 63701

(P-12)

Southwest Missouri State College  
Springfield 65802

(P-12)

University of Missouri at Columbia  
Columbia 65201

(P-12)

Webster College  
St. Louis 63119

(1-6)



CAMPUS LABORATORY SCHOOLS REPORTED AS OPERATING IN 1969-70

Montana

Eastern Montana College  
Billings 59101

(P-6)

New Jersey (continued)

Montclair State College  
Upper Montclair 07043

(9-12)

Nebraska

Concordia Teachers College  
Seward 68434  
Elementary  
Secondary

(P-8)  
(9-12)

Newark State College  
Union 07083

(P-6,  
Sp.Ed.)

Trenton State College  
Trenton 08625

(P-6)

Union College  
Lincoln 68506

(P-12)

New Mexico

University of New Mexico  
Albuquerque 87106

(P)

New Hampshire

University of New Hampshire - Keene  
State College  
Keene 03431

(P-6)

Western New Mexico University  
Silver City 88061

(P-9)

New York

University of New Hampshire - Plymouth  
State College  
Plymouth 03264

(P-6)

Bank Street College of Education  
New York 10011

(P-9)

CUNY Brooklyn College  
Brooklyn 11210

(P-1)

New Jersey

Glassboro State College  
Glassboro 08028

(P-6)

D'Youville College  
Buffalo 14201

(1-9)

Hofstra University  
Hempstead 11550

(P)

CAMPUS LABORATORY SCHOOLS REPORTED AS OPERATING IN 1969-70

New York (continued)

CUNY Hunter College  
New York and Bronx  
10021 10468

Mt. St. Joseph College  
Buffalo 14214

Mount Saint Mary College  
Newburgh 12550

St. Joseph's College for Women  
Brooklyn 11205

Sarah Lawrence College  
Bronxville 10708

SUNY College Brockport  
Borckport 14420

SUNY College Buffalo  
Buffalo 14222

SUNY College Cortland  
Cortland 13045

SUNY College Geneseo  
Geneseo 14454

SUNY College New Paltz  
New Paltz 12561

SUNY College Oneonta  
Oneonta 13820

New York (continued)

SUNY College Oswego  
Oswego 13126 (P-9)

SUNY College Plattsburgh  
Plattsburgh 12901 (P-8)

SUNY College Potsdam  
Potsdam 13676 (P-8)

SUNY State University Albany  
Albany 12203 (7-12)

Syracuse University  
Syracuse 13210 (P)  
Nursery (4-6)  
Elementary

Columbia University Teachers College  
New York 10027 (P-6)

Vassar College  
Poughkeepsie 12601 (P)

Wagner College  
Staten Island 10301 (P)

North Carolina

Appalachian State University  
Boone 28607 (1-8)  
Elementary (9-12)  
Secondary

CAMPUS LABORATORY SCHOOLS REPORTED AS OPERATING IN 1969--70

<u>North Carolina (continued)</u>		<u>Oklahoma</u>
East Carolina University Greenville 27834	(P-6)	Langston University Langston 73050 (1-8)
University of North Carolina at Greensboro 27412	(P-12)	University of Oklahoma Norman 73069 (P-12)
Western Carolina University Cullowhee 28723	(1-12)	<u>Oregon</u>
		Eastern Oregon College La Grande 97850 (P-6)
<u>North Dakota</u>		Oregon College of Education Monmouth 97361 (P-6)
Minot State College Minot 58701	(P-6)	Southern Oregon College Ashland 97520 (1-6)
<u>Ohio</u>		
Antioch College Yellow Springs 45387	(P-6)	<u>Pennsylvania</u>
Kent State University Kent 44240	(P-12)	California State College California 15419 (P-6)
Miami University Oxford 45056	(P-9)	East Stroudsburg State College East Stroudsburg 18301 (P-4)
Ohio University Athens 45701	(P-6)	Edinboro State College Edinboro 16412 (P-6)
		Indiana University of Pennsylvania Indiana 15701 (P-6)



CAMPUS LABORATORY SCHOOLS REPORTED AS OPERATING IN 1969-70

Pennsylvania (continued)

Kutztown State College Kutztown 19530	(P-6)	South Carolina State College Orangeburg 29115	(P-8)
Lock Haven State College Lock Haven 17745	(P-6)	University of South Carolina Columbia 29208	(P)
Millersville State College Millersville 17551	(P-5)	Winthrop College Rock Hill 29730	(P)
Shippensburg State College Shippensburg 17257	(P-6)		
University of Pittsburgh Pittsburgh 15213	(P-9)	<u>Tennessee</u>	
West Chester State College West Chester 19380	(P-6)	Eastern Tennessee State University Johnson City 37601	(1-12)

Rhode Island

Barrington College Barrington 02806	(P)	George Peabody College for Teachers Nashville 37203	(P-12)
Rhode Island College Providence 02908	(P-6)	Memphis State University Memphis 38111	(P-6)
University of Rhode Island Kingston 02881	(P)	Middle Tennessee State University Murfreesboro 37130	(P-8)
		Southern Missionary College Collegedale 37315 Elementary Secondary	(1-8) (9-12)
		Tennessee Technological University Cookeville 38501	(P-6)

CAMPUS LABORATORY SCHOOLS REPORTED AS OPERATING IN 1969-70

Texas

Abilene Christian College  
Abilene 79601

Incarnate Word College  
San Antonio 78209

North Texas State University  
Denton 76203

Our Lady of the Lake College  
San Antonio 78207

Sam Houston State College  
Huntsville 77340

Texas Woman's University  
Denton 76204

Virginia (continued)

Longwood College  
Farmville 23901 (P-7)

Madison College  
Harrisonburg 22802 (P-6)

Virginia State College  
Petersburg 23803 (P-6)

Washington

Central Washington State College  
Ellensburg 98926 (P-6)

Eastern Washington State College  
Cheney 99004 (P-6)

Utah

Utah State University  
Logan 84321

(1-12)

(NG,  
Sp.Ed.)

(P-6)

(P-9)

(P)

(P-6)

(P)

Concord College  
Athens 24712 (P)

Marshall University  
Huntington 25701 (P-12)

Virginia

Hampton Institute  
Hampton 23368 (10-12)

CAMPUS LABORATORY SCHOOLS REPORTED AS OPERATING IN 1969-70

Wisconsin

Alverno College  
Milwaukee 53215

(P-8)

University of Wisconsin-Milwaukee  
Milwaukee 53201

(P-6)

Wisconsin State University-Eau Claire  
Eau Claire 54701

(P-6)

Wisconsin State University-La Crosse  
La Crosse 54601

(P-9)

Wisconsin State University-Oshkosh  
Oshkosh 54901

(P-9)

Wisconsin State University-Platteville  
Platteville 53818

(P-5)

Wisconsin State University-River Falls  
River Falls 54022

(P-9)

Wisconsin State University-Stevens Point  
Stevens Point 54481

(P-6)

Wisconsin State University-Superior  
Superior 54880

(P-9)

Wisconsin State University-Whitewater  
Whitewater 53190

(P-9)

Wyoming

University of Wyoming  
Laramie 82070

(P-12)